



Staplehurst School

Pupils' Spiritual, Moral, Social and Cultural (SMSC) development

Designated Members of Staff

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Contents

Spiritual, Moral, Social and Cultural (SMSC) Policy	4
Introduction	4
Spiritual, Moral, Social and Cultural Development	4
Physical Development	4
Promoting fundamental British values	4
Interrelated Policies	4
Confidentiality and Safeguarding	5
Parents' right	5
Monitoring and Review	5
Appendix 1 - PSHE and Citizenship	6
Introduction	6
Aims	6
Teaching and Learning Environment	6
Curriculum and Planning	7
Children's Recording of their Work	7
Assessment and Recording	7
Appendix 2 – Relationship & Sex Education	8
Introduction	8
Rationale	8
Aims and Objectives	8
Context	9
The Role of the Parent and the Community	9
Content	9
Accessibility	9
Delivery and Teaching of RSE	9
Answering Questions	9
Confidentiality	10
Right to Withdraw	10
Assessment	10
Programme of Study	11
Appendix 3 – Drug Education	13
Introduction	13
Principles	13
Aims of Drug Education	13
Objectives for Drug Education	14
Principles of Teaching and Learning	14
Attitudes, Values and Skills	14
Use of visitors in Drug Education	15
Appendix 4 – Religious Education	16
Legal Requirements	16
Aims	16
Context, Organisation and Planning	16
Children's Recording of Their Work	17
Assessment, Record Keeping, Marking and Target Setting	17
Appendix 5 - Collective Worship	18
Introduction	18
Aims	18
Collective worship and the law:	18
Collective worship and parents:	18



Collective worship and staff:	18
Collective worship planning group:	18
Collective worship organisation:	18
Use of Visitors	19
Health, Safety and Well-being	19
Equality	19
Appendix 6 - Promoting British values in this school	20
Democracy	20
The Rule of Law	20
Personal Responsibility and Individual Liberty	20
Mutual Respect	20
Tolerance of those of different Faiths and Beliefs	20



Spiritual, Moral, Social and Cultural (SMSC) Policy

Introduction

Staplehurst School is a community school maintained by the local authority. The School has an obligation under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the **spiritual, moral, cultural, mental and physical development of pupils** at the school and of society; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Spiritual, Moral, Social and Cultural Development

The School has a broad and balanced curriculum, to promote pupils' Spiritual, Moral, Social and Cultural development which includes both cross-curricular and discrete/focussed subjects such as:

- **Personal, Social & Health Education (PSHE) and Citizenship (Appendix 1)**
- **Sex & Relationship Education (Appendix 2)**
- **Drug Education (Appendix 3)**
- **Religious Education (Appendix 4) & Collective Worship (Appendix 5)**

These individual subjects are expected to comply with the whole school policy on teaching and learning and to contribute to cross-curricular work in an appropriate way. For details on the teaching of these subjects see the relevant appendices. There are also large overlaps in other curriculum subjects, such as Science, Geography and English (particularly speaking and listening).

Physical Development

The School promotes pupils' physical development through its **Physical Education Policy**.

Promoting fundamental British values

Under the ["Prevent duty"](#) Schools are required to protect children from the **risk of radicalisation**. Detailed information of the School's Prevent duty can be found in the School's **Safeguarding policy**.

DfE guidance states that:

"Schools can also build pupils' resilience to radicalisation by **promoting fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and enabling them to challenge extremist views." "Through ensuring pupils' spiritual, moral, social and cultural (SMSC) development, Schools can demonstrate they are actively promoting fundamental British values."

The DfE's ["Promoting fundamental British values as part of SMSC in schools"](#) guidance states that "Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values." The Guidance recommends that through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Examples as to how this School promotes fundamental British values are detailed in **Appendix 6**.

Interrelated Policies

This SMSC policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Learning & Teaching Policy
- Special Educational Needs Policy



- Equality Policy
- Health & Safety Policy
- Online Safety policy
- Educational Visits Policy

Confidentiality and Safeguarding

Teachers conduct SMSC related lessons in a sensitive manner and in confidence. It is especially important that teachers are sensitive towards an individual child's protected characteristics and those children for whom home life is not a pleasant experience or for whom the concept of the traditional family does not apply.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond to any 'disclosure' by a pupil by following the procedures laid down in the School's **Safeguarding policy**.

Good practice ensures that:

- teachers have a broad and detailed understanding of SMSC issues
- teachers have a clear focus for lesson planning
- teachers' pupil expectations are appropriate to their different levels of maturity and understanding
- teachers engender a climate that encourages pupils to express their views and feelings and to respect those of others
- teachers set clear boundaries for courtesy and confidentiality
- teaching methods and resources give opportunities to reflect and assimilate learning

Parents' right

Parents have the right to withdraw their child(ren) from some aspects of the SMSC curriculum; for example:

- From sex education lessons which do not form part of the National Curriculum programme of study for science.
- From the religious education curriculum
- From the daily act of collective worship.

Parents who wish to consider withdrawing their child(ren) are asked to make an appointment with the Headteacher (and the subject leader). If a child is withdrawn from they are supervised by an adult and reintegrated with the class at the earliest opportunity.

Monitoring and Review

Monitoring of standards of the pupils work and quality of teaching in SMSC is the responsibility of the Headteacher supported by the relevant subject leaders. This Policy will be reviewed every three years or in the light of changes to legal requirements.



Appendix 1 - PSHE and Citizenship

Introduction

Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children, schools work in partnership with them, in developing children personally and emotionally, and as young citizens..

Aims

The skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:-

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal and co-operating with others.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it.
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- Value every child, developing their varied abilities and talents fully, setting achievable goals, learning to work and try hard and understanding both success and failure.
- Learn to live and enjoy a healthy lifestyle and keep themselves safe.
- Develop an active role as a member of a family and of the community.
- Value family, including marriage and partnership, as one of the foundations of a civilised society and a firm basis for nurturing children.
- Understand the principles of our society and democracy.
- Value their role as a contributing member of a democratic society.
- Take pride in our county and our country and in our nation's great institutions, its traditions, heritage and history.
- Respect the rule of law and encourage others to do so, taking responsibility for their actions and understanding that their actions have consequences for themselves and others.
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture.
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations

Teaching and Learning Environment

Teaching strategies include:- whole school events, assemblies, school council, group work, circle time, debate, discussion, role play and the use of visitors and outside agencies.

The class teacher and other adults act as facilitators, enabling the children to learn about themselves and their interactions with others.

Where visitors are used to support, enhance and extend classroom teaching, they should always be used to complement the school's scheme of work. The teacher should always be present and retain overall responsibility in the classroom.

Pupils are encouraged to take part in a range of activities that promote active citizenship, i.e. charity fundraising, school council, eco-committee, the planning of special school events, assemblies, etc.

Pupils have the opportunity to listen to speakers, such as Police Officers, Health Workers, representatives from local churches, etc., who talk about their own roles in creating a positive and supportive local community.

We use Kapow PSHE and RSE resources which follows the guidance in the National Curriculum 2014.

Curriculum and Planning

In Early Years PSHE and Citizenship are planned to enable children to work towards and achieve Early Learning Goal: Self-Regulation, Early Learning Goal: Managing Self, and Early Learning Goal: Building Relationships.



Issues raised by the School Council, parent/pupil questionnaires and Parents' Forum may be used to inform PSHE & Citizenship curriculum planning, when appropriate.

Children's Recording of their Work

The children's work will be recorded in relevant and meaningful ways. This could be through writing, drawing, display work, the use of ICT or photographs taken during the lesson.

Children are encouraged to evaluate their own and others' work in a positive and supportive environment.

Assessment and Recording

There are no statutory requirements for end of KS teacher assessments in PSHE and Citizenship at KS 1 and 2. However, teachers are required to keep records of the progress of all children and report this to parents.

Teachers assess the children's work in PSHE and citizenship by making observations and informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. This assessment is not judgemental. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage, as outlined in the National Curriculum guidelines. Teachers record the achievements of pupils in PSHE and citizenship in annual reports to parents.

Children, individually and with their peers, have regular opportunities to reflect on their activities. Following an activity, children share reactions and start to make sense of the experience in relation to themselves and others. They identify what went well, what went wrong, and why. Gradually, they learn to draw conclusions about their own strengths and weaknesses and those of the group.



Appendix 2 – Relationship & Sex Education

Introduction

Relationships and Sex Education (RSE) is an essential and integral part of our school curriculum. We aim to help pupils learn about themselves and their relationships with others, as well as helping them prepare for adult life. We believe that effective RSE is a partnership between parents and school and we aim to work closely with parents to provide RSE as part of our school's curriculum. Some aspects of RSE will be taught across other subjects such as Science and PSHE. We do not use Sex Education as a means of promoting any form of sexual orientation.

Rationale

We have based our school's sex education policy on the DfE's guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019), the 'Learning & Skills Act' (2000) and the additional guidance supplementary advice in 2014.

In the DfE document, Relationships Education is defined as:

- learning about friendships, family relationships, and relationships with other children and with adults: both in person and online
- having consideration and respect for others and understanding how to establish personal space and boundaries
- cultivating character traits and positive personal attributes, some of which are part of our school values
- having an opportunity to learn about positive emotional and mental wellbeing and how friendships support this

In the DfE document, Sex Education is defined as:

- lifelong learning about physical, moral and emotional development
- understanding the importance of marriage for family life, stable and loving relationships, respect, love and care
- the teaching of sex, sexuality and sexual health

In the DfE document, the aims of teaching Physical Health and Mental Wellbeing are to:

- understand the equality, and two-way relationship, of physical health and mental wellbeing
- learn the benefits of exercise, nutrition, sleep and maintaining hobbies, interests and participation in their own community
- discuss the rational of screen and age limits when online

The Learning & Skills Act 2000 states that pupils must be taught the importance of marriage for family life and bringing up children.

Relationships and Sex Education (RSE):

- teaches children about the emotional, social and physical aspects of growing up and relationships
- informs children about sexual issues, with regard to matters of morality and individual responsibility
- allows children to ask and explore questions

Aims and Objectives

We teach our pupils:

- to understand and accept the changes and physical development that will happen to their bodies as they grow up
- to respect their own bodies and look after it through exercise, diet and hygiene
- about the way humans reproduce
- the importance of sexual activity as part of a committed, long-term and loving relationship
- to understand the importance, the responsibility and value of family life and enable them to act responsibly in building and maintaining positive relationships with others
- to develop confidence in talking, listening, thinking, and respecting views about feelings and relationships



- to increase interpersonal skills that will help to build self-esteem and decision-making skills
- to have the confidence to behave within a moral framework within relationships
- about the opportunities, responsibilities and experiences of adult life
- to be able to recognise unsafe situations and be able to protect themselves and know where to ask for help and support

Context

We teach RSE in the context of the school's aims and values. We listen to the views of parents, pupils, Governors and staff regarding the delivery of our curriculum. We agree 'ground rules' with pupils in order to minimise any embarrassment children might feel and discourage inappropriate personal disclosures.

The Role of the Parent and the Community

- We communicate with parents to notify them of the objectives their children will cover in advance of the lessons being taught.
- Parents are invited to talk to their child's class teacher if they have any queries or concerns about the content of the lessons being taught.
- We liaise closely with members of the local Health Authority to support staff, parents and pupils.
- We hold drop-in and information sessions, sharing the actual resources, and actively address members of the community that may find the content challenging; this is support an increase in participation.

Content

Subject leaders at Staplehurst School will work together to ensure content is not duplicated unnecessarily across the different areas of the curriculum. When planning, teachers should consider how RSE may overlap with the school's wider curriculum to ensure pupils know how to keep themselves and their personal information safe. It is important that teachers check the children's prior knowledge and build on that in lessons involving RSE content.

Accessibility

When teachers plan for teaching RSE, lessons will be differentiated to ensure all pupils can access the learning. Children will be provided with high-quality teaching and learning regardless of gender, race or disability to ensure equal opportunities for all and avoiding discrimination at all times. Teachers will also plan for the inclusion of those with Social, Emotional and Mental Health problems as RSE can be of more importance to these children.

Delivery and teaching of RSE

At Staplehurst School, RSE will not be taught as a discrete subject but through the other subject areas (e.g. PSHE, PE and Computing) where links naturally occur. Teachers will plan to ensure that these links are made. Sex Education is an exception to this and will therefore be taught discretely after the parents have been notified. Children will also be learning about some RSE objectives in other areas of school life: including when on the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Answering questions

Sensitive issues will most likely arise from the real-life experiences some children have encountered. At Staplehurst, we do not encourage the children to make inappropriate personal disclosures but will deal sensitively with, and follow up appropriately, any disclosures that are made in a group or individual setting.



Teachers will reply to, and answer, children's questions sensitively and openly. Teachers will use strategies to ensure that balanced information is provided and will teach pupils how to recognise bias and evaluate evidence. The information provided will take into account the different faiths' views and avoid any negative impressions. Answers provided to the children will be answered in a factual and accurate way while also taking into account the age and maturity of the pupil(s) concerned. Questions which teachers feel uncertain about answering should refer to a designated safeguarding lead and answer at a later date.

Teachers will seek to establish a classroom climate in which pupils feel safe to ask these questions

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or believes the child to be in danger. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has any concerns, they will draw these to the attention of a designated safeguarding lead. All staff are familiar with the safeguarding policy and know who the designated safeguarding leads are. The child concerned will be notified that confidentiality is being breached and will be supported through that process.

Right to Withdraw

Parents have the right to withdraw their child from all or part of the Sex Education programme that we teach in school except for those parts included in the statutory National Curriculum of Science. If a parent wishes their child to be withdrawn from Sex Education lessons, they should discuss this with the Head teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

There is no right to withdraw from Relationships Education or Health Education.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. There will be no formal assessment of RSE. Children will be encouraged to talk about and reflect on their own experiences. Teachers should have the same high expectations when teaching RSE and should plan appropriately so that they take account of the knowledge that children need to know and remember.

Programme of Study

The RSE programme of study followed is facilitated by Kapow which is in line with the national curriculum.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education 	<ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> What is identity Identity and body image

Appendix 3 – Drug Education

Introduction

Drug and drug education in the context of this document are inclusive terms including tobacco, alcohol, illegal drugs, medicines and other substances such as solvents.

A teacher of drug education does not need to be an authority on drugs, as it is the life skills approach which is crucial to this area of learning.

Successful drug education should start early; the key to which is developing pupils/students' life skills.

Staplehurst School is a Community School. Staplehurst School is situated in a large village environment. The population has a low number of ethnic minority residents and most families are homeowners. As with many similar communities, there is evidence of drug taking amongst the youth of the community and amongst some adults. The school's policy is to promote awareness amongst pupils and adults, of the dangers of substance misuse and addiction and to offer information and advice which will allow them to make appropriate lifestyle choices.

In-line with government guidelines, our school is a smoke free environment, which includes all buildings and school grounds/playing fields etc. Parent/carers, visitors and staff members are asked not to smoke on school premises or in the presence of pupils. This applies to off-site visits. In the interest of hygiene/cleanliness, we also ask that people refrain from smoking outside the school gates. The policy and procedures apply to all adults working at and for the school.

Principles

In keeping with the aims of the school:

- Staplehurst School is committed to the health and safety of all its members and believes that it has a duty to support and safeguard the well-being of all its pupils/students and staff. The school is committed to the principles of the National Healthy Schools Standard.
- Effective drug education is an essential contributor to ensuring that all children and young people are able to reach their full potential.
- The school values the importance of its pastoral role in the welfare of its pupils/students, and through the general ethos of the school, we seek to encourage and develop young people's learning and ensure support, appropriate to their needs, is provided.
- Education about drugs is not concerned merely with substance, but with people in their social settings and therefore should involve the development of attitudes, values and the development of skills, as much as the acquisition of appropriate knowledge.
- Parents are encouraged to be proactive in supporting the school's policy and will be offered periodic presentations from suitable external agencies. They will be referred to the www.dfes.gov.uk/parents website.
- Drug issues and concerns extend across socio-economic and ethnic boundaries, and pupils/students of all ages and abilities will encounter both the positive and negative effects of drugs, as used legally in medicine to aid recovery, or illegal use. Many pupils/students have some knowledge about illegal drugs through the media, "street talk", and personal experience.
- The school welcomes and encourages parent/carer and community involvement in the development of school policy and curriculum delivery.

Aims of Drug Education

- To provide a safe, healthy environment in which pupils/students and staff can learn and develop.
- To ensure all members of the school community know and understand the rules of the school, the expectations about their behaviour, and the policy regarding drug incidents and concerns about individuals
- To promote clarity about the management of drug related incidents in the school.
- To encourage and enable pupils/students to appreciate the benefits of a healthy lifestyle now, and in the future.
- To enable pupils/students to make reasoned, informed choices.
- To minimise pupils/students experimentation with illegal or harm causing substances.
- To address and take account of local community needs, including the differences and diversity within the school community.



- To support and engage parents/carers and pupils/students in their own personal learning and responsibilities.
- To enable young people and staff to access support structures (including the voluntary sector), e.g. Connexions Service, counselling, and treatment.
- To monitor, evaluate and review learning outcomes for pupils/students.
- To work with KCC and outside agencies, including the voluntary sector, to secure and support a balanced delivery of a drugs education programme, e.g. Community Drug Education Co-ordinators, Kent Advisory Service, other schools, Healthy Schools Schemes, Health Promotion, Primary Health Care professionals, Community Police, Youth and Community and Kent Safe Schools.

Objectives for Drug Education

- To provide opportunities for pupils/students to acquire knowledge and identify the distinction between authorised and unauthorised drugs.
- To develop and equip pupils/students with the knowledge, attitudes and skills necessary to build their resilience and avoid peer group pressure or unwanted drug offers from others.
- To build pupils/students' decision-making skills and increased self esteem.
- To engage parents/carers in the school community and learning process.
- To enable pupils/students and staff to access support if they have concerns about their own or others' drug use.

Principles of Teaching and Learning

In addition to Science, Personal, Social and Health Education (PSHE) and Citizenship provide opportunities for drug education. PSHE is described as a framework that is non-statutory. At Key Stages 1 & 2 Citizenship is included in the framework.

This includes

Key Stage	Learning Objective	Learning Outcome
1	To know the dangers from household substances, if they are not used as instructed	I can identify different household substances and know that if they are not used properly, they can be dangerous
2	To know that there are different names given to drugs	I know the scientific names for drugs and that they also have other, common names

Attitudes, Values and Skills

Pupils/students are taught:

- To value and trust in their own learning through positive reflections and development of assertiveness and coping skills.
- Confidence building and communication skills.
- About themselves and their achievements, seeing their mistakes, making positive changes and setting personal goals.
- To recognise risky behaviour and risk taking within different situations and be able to respond appropriately.
- That pressure to behave inappropriately or to take risks can come from a variety of sources, including people they know, TV and the media.
- How to seek/ask for help and use basic techniques for resisting peer or unwanted pressure in order to minimise harm to themselves or others.
- That their actions affect themselves and others, to respect and care about other people's feelings, trying to see things from their point of view.
- That communication and problem solving skills are central to bringing about a positive change in attitudes and actions.

In teaching drug education, teachers use a range of teaching strategies, including role-play, discussion group work, drawing and writing, debating, and circle time. The use of circle time is a key strategy for developing life skills.



Use of visitors in Drug Education

Drugs Education is a shared responsibility and schools need not be alone in providing effective and relevant drugs education for young people. Visitors and staff from a range of statutory and voluntary agencies can support and enhance drug education programmes in schools when part of a PSHE programme. However, they should not be used to abdicate the responsibility of the school, and be relied upon solely to deliver drugs education. The use of visitors needs to be part of a planned, coherent and integrated approach. The checklist below will assist the school in developing a partnership approach to drugs education delivery and support for young people.

Before involving a visitor it is useful to consider the following:

- Consistency with school's ethos, values, drug policy and approach to drugs education.
- The most appropriate source of information/support – why do you want the agency's involvement?
- What is the visitor expected to do ?
- What will the teacher's contribution to the session be ?
- Is it clear to the visitor that the teacher will remain in the classroom ?
- What preparation will be necessary, i.e. classroom layout, size of groups, content of session, A/V equipment etc. ?
- Has the visitor been checked with the Disclosure and Barring Service (DBS)? Child protection implications.
- Have confidentiality issues been clarified, avoiding inappropriate disclosures?
- How will the session be followed up?
- How will the input be evaluated?
- Is parental consent required?

(This is not a comprehensive list. Further guidelines can be found in the TACADE publication: 'Making the most of visitors – using outside agencies in school drug education.') The KCC Community Drugs Education Co-ordinators will be able to provide support and guidance in selecting school visitors.



Appendix 4 – Religious Education

Legal Requirements

The National Curriculum recognises Religious Education (RE) as a 'core' subject required for all pupils. Religious Education at Staplehurst School is provided in line with and meets statutory requirements, which are that:

- the curriculum for every maintained school shall comprise a basic curriculum which includes provision for religious education for all pupils registered at the school.
- the religious education programme must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- the religious education provided shall be in accordance with the locally agreed syllabus for Kent.

Aims

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

- to enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences.
- to develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Kent and Great Britain.
- to affirm each pupil in her/his own family tradition, religious or non-faith, and through that to promote awareness, respect and sensitivity for the traditions of other people.
- to provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.
- to support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live

Context, Organisation and Planning

School Context

Staplehurst School serves children between the ages of 4 and 11 within the Maidstone area of Kent.

We work to the Kent Agreed Syllabus for RE and recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We are pleased to have the support of members of all local faith communities (All Saints Church of England church, the United Reformed Church and Staplehurst Free Church). We enjoy good relationships with them and encourage them to make positive contributions to the school and RE when appropriate. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed.

School specific information

A detailed scheme of work, based on the agreed syllabus and supplemented by 'Religious education in English schools: Non-statutory guidance 2010', is available for teachers and for scrutiny by interested parties.

The programme of study for Early Years (EY) children is in line with Early Learning Goals and consistent with the KS 1 Religious Education curriculum. It is based on religious material and experiences which most children encounter as they begin school. Its inclusion in the curriculum helps them make sense of their environment.

The Kent Agreed Syllabus recommends the equivalent of 30 minutes per week of Religious Education for EY. In EY children begin to explore the world of religion in terms of:- special people, special books, special times, special places, special objects and by visiting places of worship

Children listen to and talk about religious stories and are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In KS1, Christianity and Islam are the major religions studied. At KS2 pupils learn about Christianity throughout the KS and in years 3, 4 and 5 also have the opportunity to study other world faiths in depth; Judaism, Islam and Hinduism.



Time allocation follows the recommendations of the Agreed Syllabus and the QCA National Framework guidance, both of which recommend a minimum of 36 hours for RE at KS 1 and a minimum of 45 hours at KS 2.

Our policy and practice is to use a breadth and variety of teaching and learning styles in RE to engage pupils positively and actively with the subject content. Thus we aim to increase the use of, for example, art, drama, ICT, speaking and listening activities, audio-visual materials, posters, photographs, display work and visitors/visits to/from faith communities.

The agreed syllabus provides descriptions of levels of attainment which are used to assess pupils' standards and monitor their progress. We report on pupils' progress and attainment in RE to parents at the end of each key stage as required by law and reporting is based on these level descriptors. We undertake to make individual and accurate comments on each pupil's progress in RE to parents, based on regular monitoring of work using the level descriptors within the Agreed Syllabus.

This information will transfer with pupils to their new school(s) when they leave.

Portfolios of pupils' work designed to help teachers make judgements about achievement; attainment and progress over time are kept and will be available to interested parties. Teachers will add examples of assessments and pupils' work to the portfolio to show clear evidence of progress and achievement. This approach supports exemplification of standards in RE and clarifies our understanding of what makes for quality learning in the subject.

Children's Recording of Their Work

In the EY children undertake a variety of practical activities which class teachers and teaching assistants will sometimes photograph or record learning moments. In KS1 and KS2, recording is undertaken in RE books, topic books and in literacy books as part of cross-curricular work.

Assessment, Record Keeping, Marking and Target Setting

Summative and formative assessment for learning focuses on The Kent Agreed Syllabus for RE.

Teachers refer to The Kent Agreed Syllabus for RE at EY, KS 1 and 2.

In lessons teachers assess progress towards the learning objectives they have set pupils and shared with them and use their judgements to adjust future work.

Children are encouraged to assess their own progress towards the learning objective by setting success criteria with the class at the start of each lesson and reflecting at key question points that the teacher will facilitate.



Appendix 5 - Collective Worship

Introduction

Through collective worship, we contribute to the religious, spiritual, moral, social and cultural development of those present. We want all our children/young people to 'enjoy and achieve' and collective worship provides a valuable vehicle for this.

Aims

At Staplehurst School we aim:

- to provide pupils/students with a range of opportunities to worship God (however defined or understood);
- to give pupils/students opportunities to reflect on the significance of Christian (and other faith traditions') stories, events and festivals and how these might affect their lives;
- to offer experiences and opportunities for pupils/students to join in with and respond to a variety of forms of collective worship in order for them to reflect on the significance of their own and others' beliefs;
- to promote our shared values and contribute to our common life together by celebrating individual achievement, school achievement and wider community achievement within the context of collective worship.

These aims mean that our collective worship programme is such that we can include all our school community.

Collective worship and the law:

We comply with legal requirements by providing acts of collective worship for all pupils/students on the school roll, unless they have been withdrawn by their parent(s) 'on grounds of conscience'. Teachers also have the right not to attend or lead an act of collective worship 'on grounds of conscience'. The majority of our acts of collective worship are 'wholly or mainly of a broadly Christian character' whilst recognising the religious, spiritual, moral, social and cultural insights provided by other principal religions and life-stances represented in Kent and in Great Britain.

Collective worship and staff:

Teachers (and sometimes teaching assistants/supervisors) attend collective worship with their class. Pupils and staff organise and lead the fortnightly class-based act of collective worship. Resources are provided to help with this. These expectations are explained to all prospective staff at interview. However, if an individual teacher feels their own beliefs might be compromised by our programme of collective worship they can discuss this with the headteacher (and subject leader), since they do have the legal right not to attend collective worship 'on grounds of conscience'. At the date of publication, none of our teaching staff have elected to withdraw.

Collective worship:

We hold acts of collective worship weekly through our assembly programme.

Collective worship ensures the following opportunities are provided:

- Use of the Bible and other sacred texts as a source for stories and teachings, emphasising common themes and ensuring the inclusiveness of the school community is reinforced. Moral tales/teachings and contemporary situations may also be drawn on where appropriate;
- Marking of appropriate festivals and other significant days;
- Opportunity for Christian children to pray 'the Lord's prayer' as an important traditional Christian prayer periodically and that others listen to it respectfully.
- Whole school/key stage acts of collective worship:

We aim to create an atmosphere of stillness and calm. To aid this, appropriate music is played for entry and exit from the hall. If someone leading collective worship wants a particular piece of music then that can usually be arranged through the church leader;

The usual format consists of an input from the church leader, an appropriate hymn or song, followed by a time of prayer and/or quiet reflection. Leaders are encouraged to actively engage pupils/students through for example questioning and drama;



The assembly, including the act of collective worship, usually takes 20 minutes altogether.

Use of Visitors

The subject leader is responsible for liaising with any visitors who come into school to lead collective worship. Practical arrangements such as timing, age range of audience and appropriate content are agreed through discussion. By drawing on people from the local community to lead acts of collective worship we enhance community cohesion.

Health, Safety and Well-being

In collective worship we follow the school's Health & Safety Policy. For example, appropriate care must be taken when using lighted candles and electrical equipment. In line with our 'e-safety' policy any internet resources used must be checked by the leader prior to their use in act of collective worship. In the event of fire all pupils must be familiar with exit routes from the halls and other areas of the school where collective worship takes place. Visitors are not left unaccompanied with children/young people.

Equality

Collective worship will challenge stereotypes, misinformation and misconceptions about race, ethnicity, religion gender and other protected characteristics. During collective worship, religions will be presented fairly and accurately and diversity, inclusion and equality will be affirmed.



Appendix 6 - Promoting British values in this school

Here are some examples of how we promote British Values within our pupil's school experiences

Democracy

Democracy plays a key role within the day to day life of our school. Pupils have the opportunity to have their voices heard through our proactive School Council, through Pupil questionnaires and through talking to school Governors at Governor Days.

Elections are held for positions of responsibility and opportunities such as choosing House/Vice Captains, learning ambassadors and the School Council.

The Rule of Law

The importance of laws, whether they are those that govern the class, the school or the country, are reinforced during the school day through the school's **Behaviour & Discipline policy**.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

We encourage visits from community authority figures such as the Local Police who all help to reinforce this message.

Personal Responsibility and Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Whether it is through choice of reading book, school dinners or packed lunch, or whether to participate in our numerous extra-curricular clubs; pupils are given the freedom to make many everyday choices.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms as well as teaching them that how they act can impact positively and negatively on others. They are advised on how to exercise these freedoms safely, through our **PSHE Curriculum** (see Appendix 1).

Mutual Respect

Respect for each other, for our school and to others in our community is an integral part of our school ethos and **Behaviour & Discipline Policy**. Pupils see staff model this by treating each other with respect and courtesy and we promote this in the way our children interact with each other in their classes and during social times.

Rewards are given to children who role model high standards of good citizenship. Mutual respect and fair play is also discussed within sports based activities such as matches and tournaments we play in and out of school.

Tolerance of those of different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Opportunities to share and discuss this message occur through the Religious Education curriculum and discussions involving prejudices and prejudice-based bullying have been promoted through the **PSHE Curriculum** (see Appendix 1).

We encourage visits from representatives from different faith leaders and visits/trips to local religious institutions.